

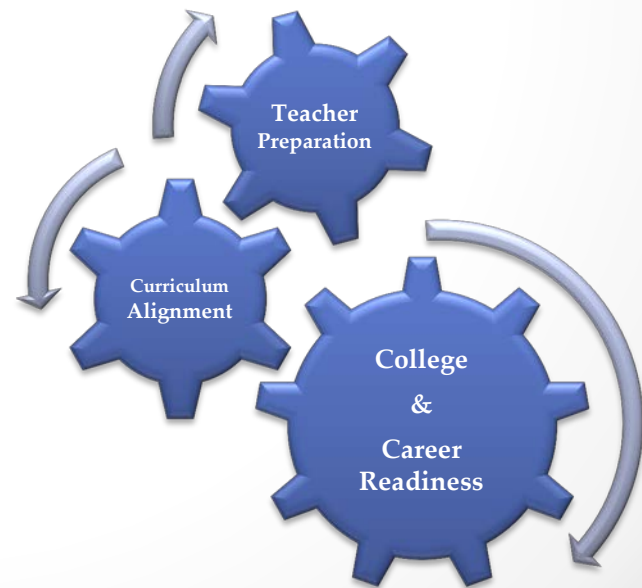


MOREHEAD STATE UNIVERSITY

Secondary English Language Arts Curriculum Alignment Survey

MSU English Education Program

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Background



- An update of previous research
 - 2007 Statewide Survey: *English/Language Arts 8-16 Curriculum Alignment Survey*
 - 2012 Statewide Survey: *How Kentucky High School English Teachers Teach Reading and Grammar: Implications for 9-16 Curriculum Alignment and Professional Development*
- Goals
 - To explore content and strategies high school English teachers use for teaching grammar, reading literature, and reading for information.
 - To allow teachers to compare their own curriculum maps and approaches to those of other schools across the state
 - To allow teacher education faculty to review curriculum alignment issues



Methodology



- Updated questions to reflect CCRS/KCAS
- Designed and posted the survey
 - Special thanks to Clarissa Purnell, MSU Office of Institutional Research and Assessment
 - <http://snapsurvey.moreheadstate.edu/snapwebhost/surveylogin.asp?k=132576976958>
 - <http://engedmsu.blogspot.com/>
- Sent e-mail invitations to
 - all high school principals in Kentucky to forward to English teachers
 - participants in 2011 English Teacher Connection conference at MSU
 - high school English teachers in MSU's service region in connection with the English Education Program
- Still collecting responses...
- Today's preliminary snapshot compiles the responses of the first fifty-one participants.



Invitation to Participate

Morehead State University Secondary English Language Arts Curriculum Alignment Survey



The Secondary English Education Program at Morehead State University invites 9-12 English faculty to participate in an online research project to enhance teacher preparation and professional development. In addition, participants may opt to receive results for statewide comparison of what is taught in Kentucky's English language arts classes. The survey should take about 20 minutes to complete.

The data collection window is extended, so respondents may still qualify for free registration at MSU's English Teacher Connections conference on June 12 where participants will see presentations by Amy Benjamin, President of the NCTE's Assembly for Teaching English Grammar and author of *Teaching Grammar: What Really Works*. Participants at the conference will receive a complimentary copy of Benjamin's book.

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MSU English Ed Blog

ETC: English Teacher Connection

Morehead State University's English Education Network

SATURDAY, FEBRUARY 11, 2012

Participate in the Secondary English-Teacher Ed Curriculum Alignment Survey

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PAGES

- [Home](#)
- [2011 ETC CONFERENCE SCHEDULE](#)



LINKS OF INTEREST

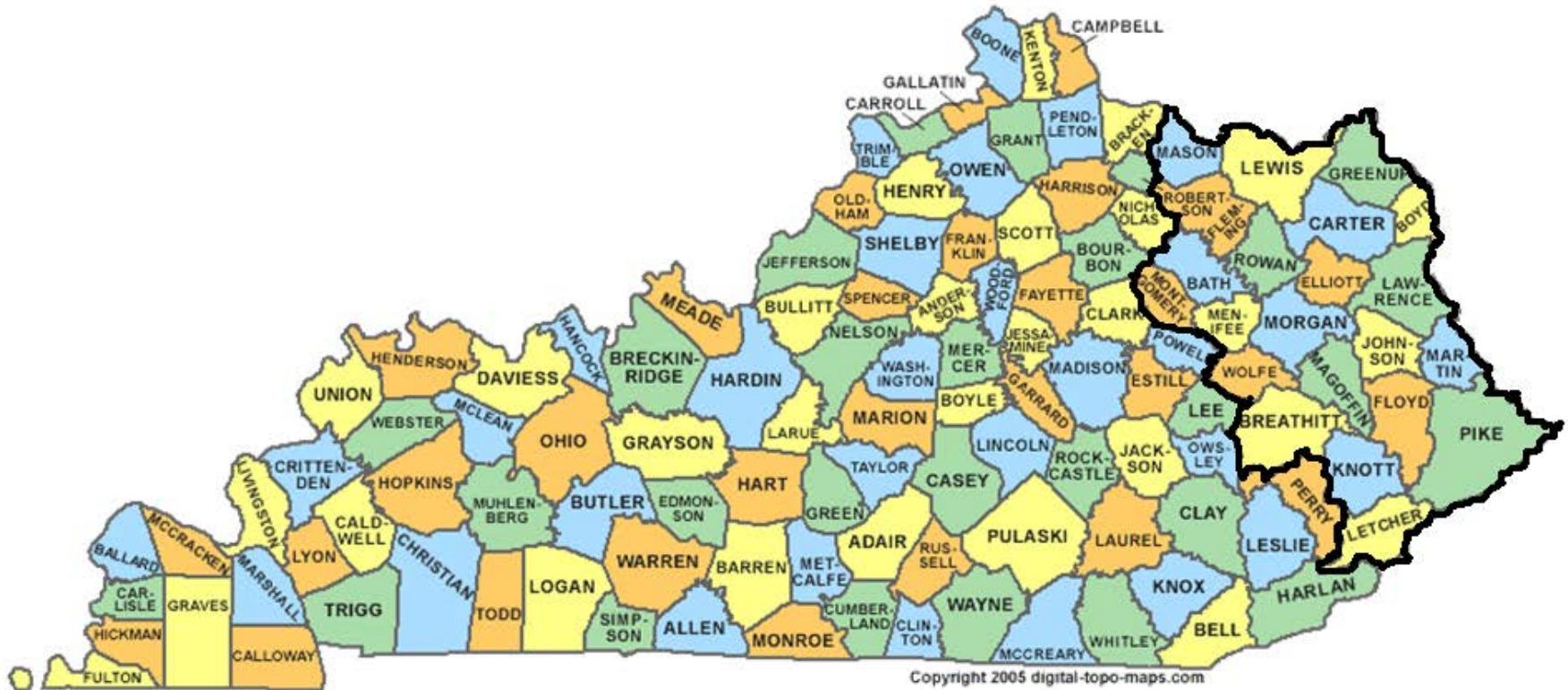
- [Secondary Curriculum Alignment Survey](#)
- [KDE's Deconstructed Standards with Learning Targets](#)
- [MSU ETC Discussion Board](#)
- [MSU English Education Center Web Page with Resources](#)

Reading:

What We Teach How We Teach It



MSU Service Region Data



More Frequently Taught Fiction and Epic Texts					
Fiction/Epic	9th grade	10th grade	11th grade	12th grade	Total
Poe, Edgar Allen. Story	4	4	4	2	14
Fitzgerald, F. Scott. <i>The Great Gatsby</i>	0	1	8	1	10
Lee, Harper. <i>To Kill a Mockingbird</i>	1	5	4	0	10
Twain, Mark. Novel	0	1	6	2	9
Bradbury, Ray. <i>Fahrenheit 451</i>	3	4	0	1	8
Golding, William. <i>Lord of the Flies</i>	2	5	0	1	8
Hawthorne, Nathaniel. <i>The Scarlet Letter</i>	0	0	7	1	8
Henry, O. Story	3	3	2	0	8
Orwell, George. Novel	2	4	1	1	8
Chaucer, Geoffrey. <i>The Canterbury Tales</i>	0	0	0	7	7
Homer. <i>The Odyssey</i>	7	0	0	0	7
Salinger, J.D. <i>The Catcher in the Rye</i>	2	3	1	0	6
Bronte, Charlotte. <i>Jane Eyre</i>	1	1	1	2	5
Dickens, Charles. Novel	2	1	1	1	5
Hurston, Zora Neale. <i>Their Eyes Were Watching God</i>	0	1	2	3	5
Voltaire, F.A.M. <i>Candide</i>	0	0	0	1	5
Walker, Alice. Novel or story	1	3	1	0	5
Achebe, Chinua. <i>Things Fall Apart</i>	0	3	0	1	4
Austen, Jane. <i>Pride and Prejudice</i>	0	0	0	4	4
Conrad, Joseph. <i>Heart of Darkness</i>	0	1	0	3	4
Hansberry, Lorraine. <i>A Raisin in the Sun</i>	0	1	2	1	4
Jewett, Sarah Orne. Story	0	1	2	1	4
Kakfa, Franz. <i>The Metamorphosis</i>	0	1	0	3	4
Olsen, Tillie. Story	0	1	2	1	4

Less Frequently Taught Fiction and Epic Texts					
Tan, Amy. <i>The Joy Luck Club</i>	1	2	1	0	4
Turgenev, Ivan. <i>Fathers and Sons</i>	1	1	1	1	4
Cisneros, Sandra. <i>The House on Mango Street</i>	2	1	1	0	3
Ellison, Ralph. <i>Invisible Man</i>	0	0	2	1	3
Homer. <i>The Iliad</i>	2	0	0	1	3
Melville, Herman. Novel	0	0	2	1	3
Milton, John. <i>Paradise Lost</i>	0	0	0	3	3
Steinbeck, John. <i>The Grapes of Wrath</i>	0	0	2	1	3
Zusak, Marcus. <i>The Book Thief</i>	0	1	1	1	3
Bellow, Saul. <i>The Adventures of Augie March</i>	0	1	0	1	2
Buck, Pearl S. <i>The Good Earth</i>	1	1	0	0	2
de Cervantes, Miguel. <i>Don Quixote</i>	0	0	0	2	2
Faulkner, William. <i>As I Lay Dying</i>	0	0	2	0	2
Hemingway, Ernest. <i>A Farewell to Arms</i>	0	0	2	0	2
Shaara, Michael. <i>The Killer Angels</i>	0	1	1	0	2
Wharton, Edith. <i>Ethan Frome</i>	0	1	0	1	2
Chekhov, Anton. Play	0	0	0	1	1
Dostoevsky, Fyodor. <i>Crime and Punishment</i>	0	0	0	1	1
Morrison, Toni. <i>The Bluest Eye</i>	0	0	0	1	1
Ovid. <i>Metamorphoses</i>	1	0	0	0	1
Vergil. <i>Aeneid</i>	1	0	0	0	1
Alvarez, Julia. <i>In the Time of Butterflies</i>	0	0	0	0	0
Garcia, Cristina. <i>Dreaming in Cuban</i>	0	0	0	0	0

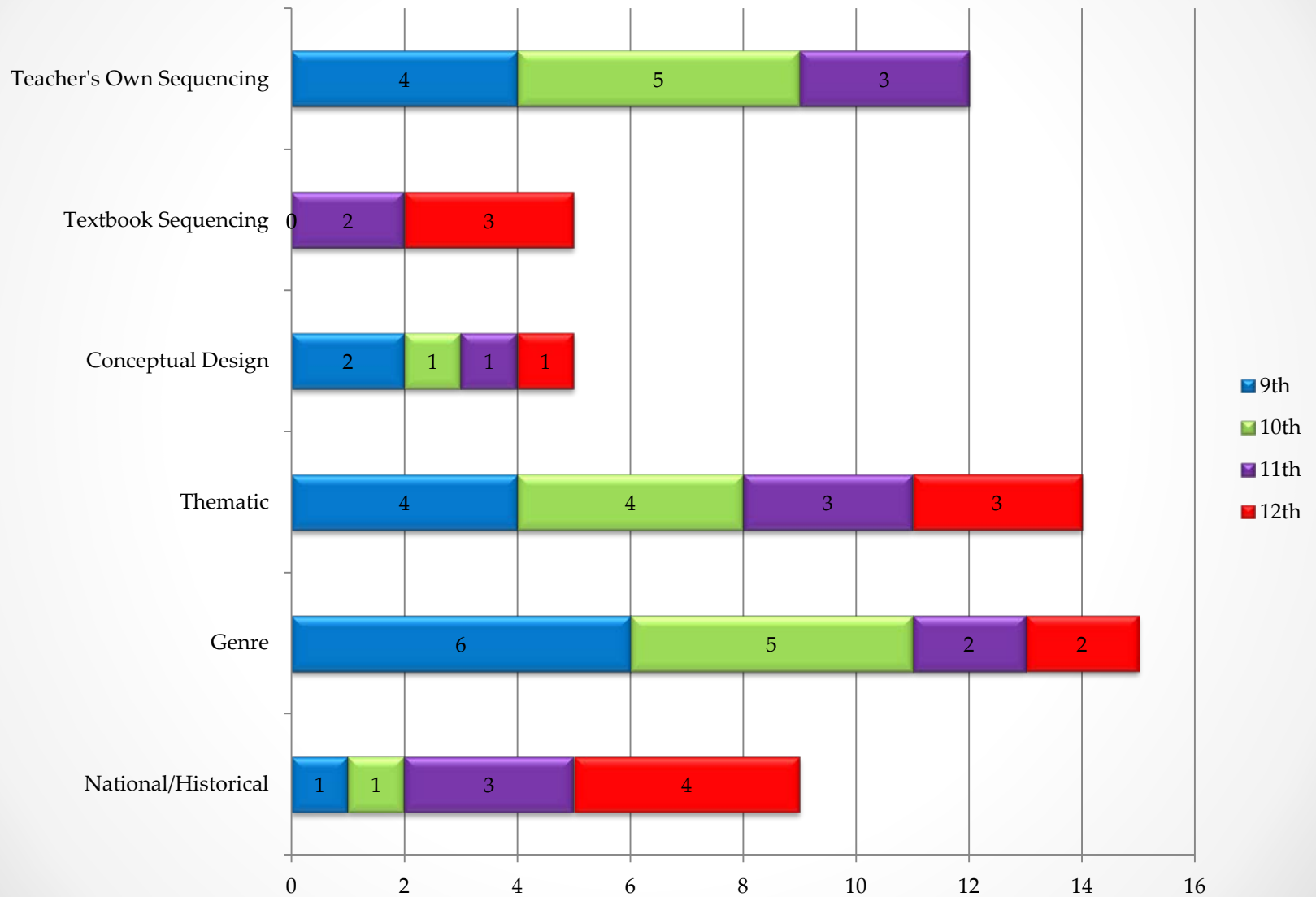
Frequency of Dramatic Texts					
Drama	9th grade	10th grade	11th grade	12th grade	Total
Shakespeare, William. Play	9	9	3	8	29
Miller, Arthur. <i>Death of a Salesman</i>	0	1	3	3	7
Hansberry, Lorraine. <i>A Raisin in the Sun</i>	1	0	3	1	5
Sophocles. <i>Oedipus Rex</i>	0	3	0	0	3
Wilder, Thornton. <i>Our Town: A Play in Three Acts</i>	0	1	2	0	3
Ibsen, Henrik. <i>A Doll's House</i>	0	0	0	2	2
Wilde, Oscar. <i>The Importance of Being Earnest</i>	0	0	1	1	2
Williams, Tennessee. <i>The Glass Menagerie</i>	1	0	1	0	2
Ionesco, Eugene. <i>Rhinoceros</i>	1	0	0	0	1
Moliere, Jean-Baptiste Poquelin. <i>Tartuffe</i>	0	0	0	1	1
Soyinka, Wole. <i>Death and the King's Horseman: A Play</i>	0	0	1	0	1

Frequency of Poets

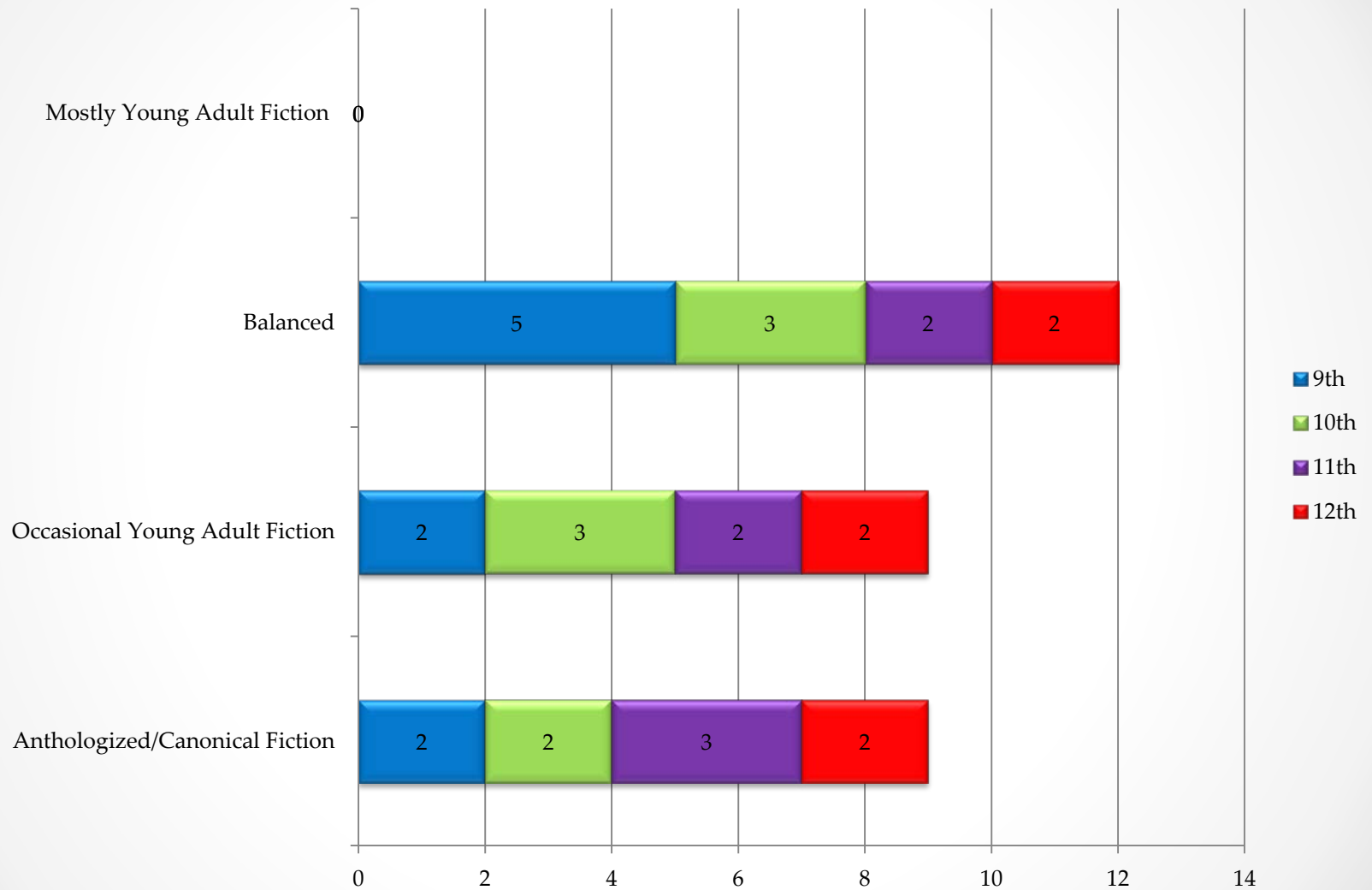
Poets	9th grade	10th grade	11th grade	12th grade	Total	
Shakespeare, William		38	37	14	43	132
Poe, Edgar Allen		27	24	27	8	86
Dickinson, Emily		13	22	26	10	71
Frost, Robert		19	20	23	9	71
Whitman, Walt		7	9	23	7	46
Eliot, T. S.		4	9	11	15	39
Donne, John		3	3	4	24	34
Keats, John		4	5	3	20	32
Shelley, Percy Bysshe		2	3	1	23	29
Collins, Billy		3	6	5	8	22
Wheatley, Phyllis		3	2	16	1	22
Cullen, Countee		3	3	12	0	18
Pound, Ezra		2	3	8	5	18
Neruda, Pablo		3	8	2	3	16
Bishop, Elizabeth		2	6	3	4	15
Houseman, A. E.		2	2	2	8	14
Auden, W.H.		2	2	1	8	13
Johnson, James Weldon		1	4	7	0	12
Li Po		1	4	0	4	9
Ortiz Cofer, Judith		0	4	3	0	7
Dove, Rita		0	2	4	0	6
Baca, Jimmy Santiago		1	3	0	0	4
Tagore, Rabindranath		0	1	0	0	1

Frequency of Nonfiction Texts					
Authors	9th grade	10th grade	11th grade	12th grade	Total
King, Jr., Martin Luther. <i>Speech or Letter</i>	1	3	6	0	10
Emerson, Ralph Waldo. <i>Essay</i>	0	0	7	1	8
Jefferson, Thomas. <i>The Declaration of Independence</i>	0	0	7	0	7
Paine, Thomas. <i>Common Sense</i>	0	0	7	0	7
Thoreau, Henry David. <i>Essay</i>	0	0	7	0	7
Henry, Patrick. "Speech to the Second Virginia Convention"	0	0	6	0	6
Lincoln, Abraham. <i>Address</i>	0	0	6	0	6
United States. <i>The Bill of Rights</i>	0	0	5	0	5
Washington, George. "Farewell Address"	0	0	5	0	5
Angelou, Maya. <i>I Know Why the Caged Bird Sings</i>	1	1	1	1	4
Roosevelt, Franklin Delano. "State of the Union Address"	0	1	3	0	4
Wright, Richard. <i>Black Boy</i>	0	0	3	0	3
Smith, Margaret Chase. "Remarks to the Senate in Support of a Declaration of Conscience"	0	0	2	0	2
Tan, Amy. "Mother Tongue"	0	0	2	0	2
Wiesel, Elie. "Hope, Despair and Memory"	0	0	2	0	2
Anaya, Rudolfo. "Take the Tortillas Out of Your Poetry"	0	1	0	0	1
Chesterton, G. K. "The Fallacy of Success"	0	0	0	1	1
Hand, Learned. "I Am an American Day Address"	1	0	0	0	1
Hofstadter, Richard. "Abraham Lincoln and the Self-Made Myth"	0	0	1	0	1

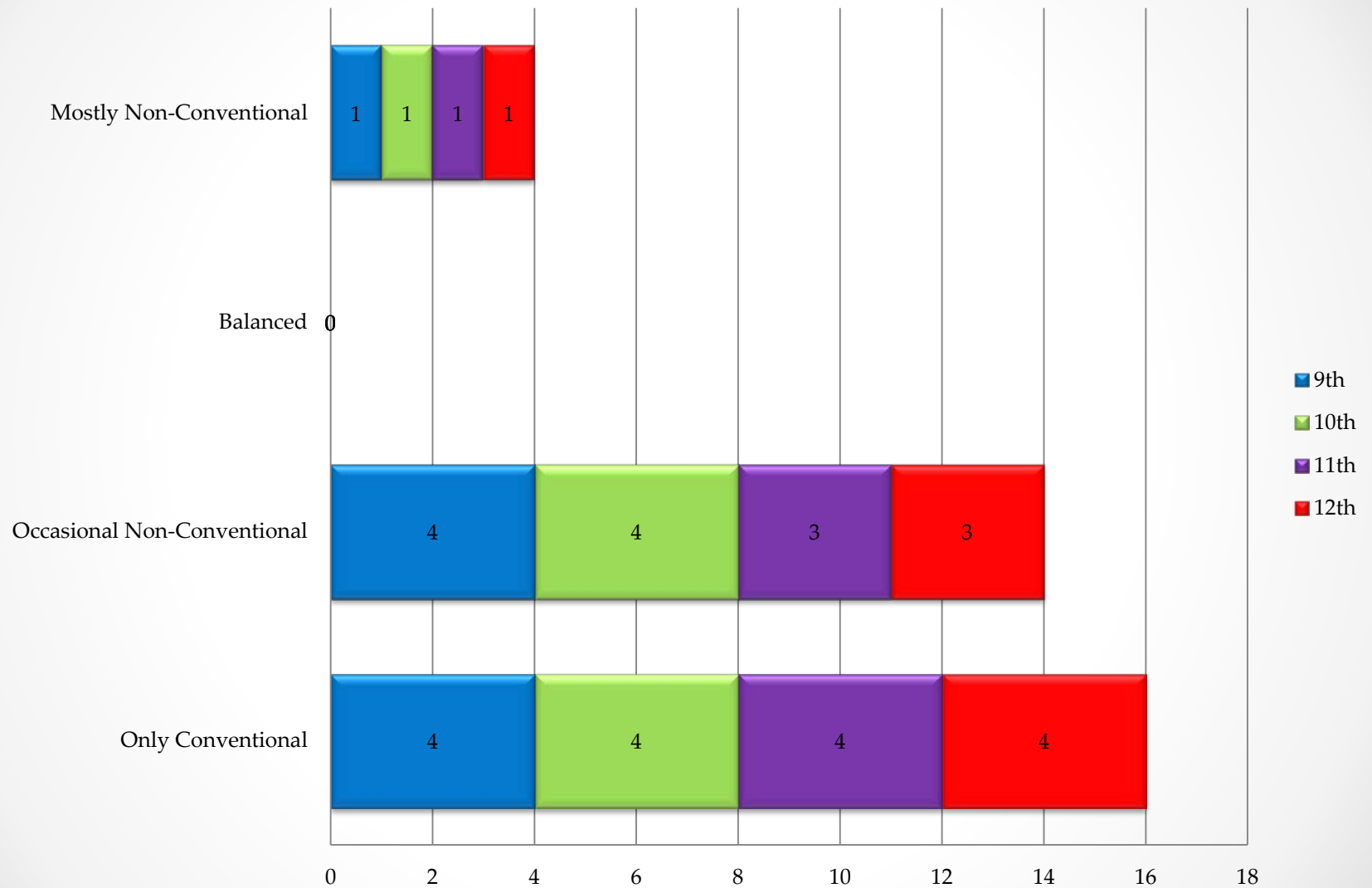
1-12. Regional Organizational Approaches



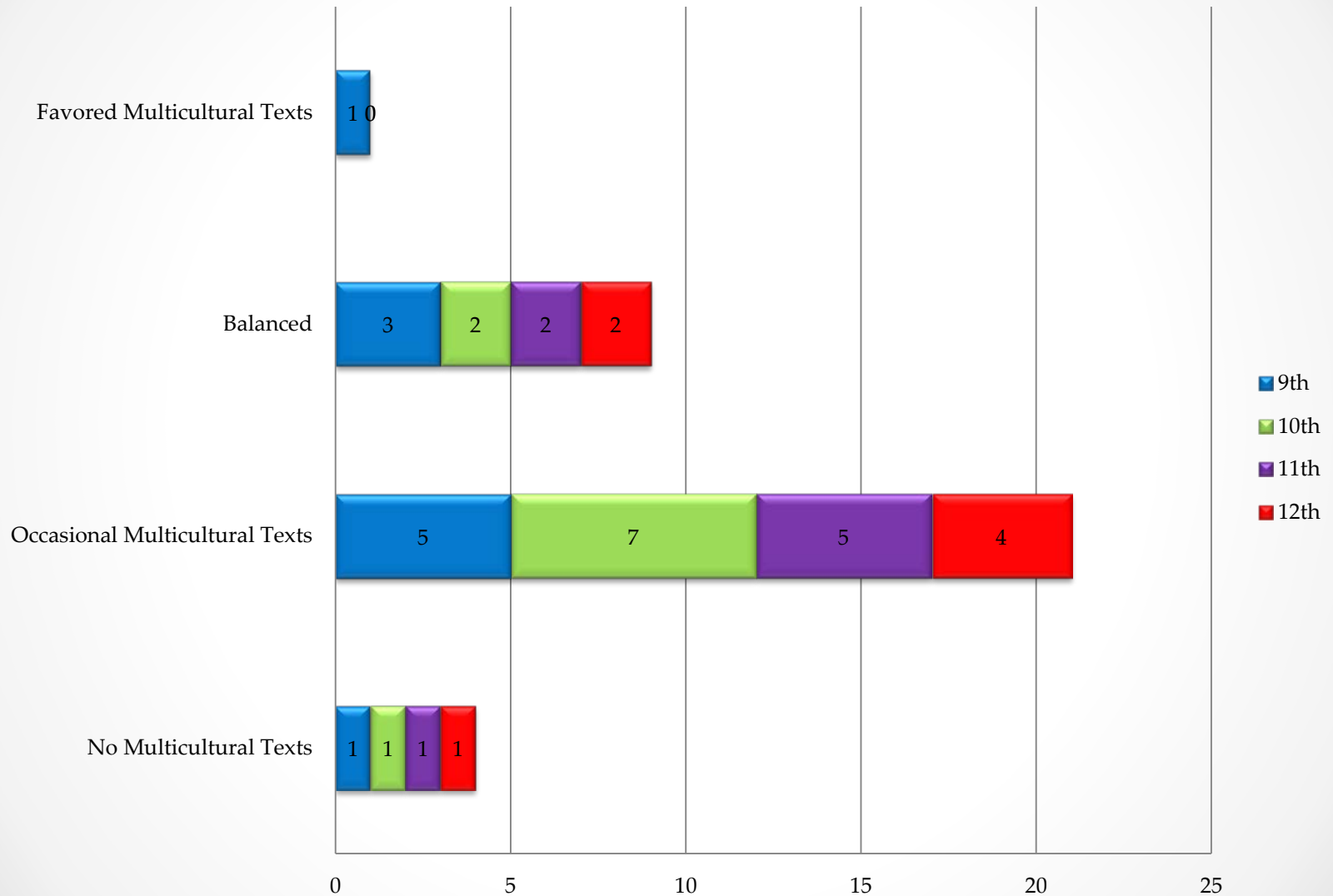
13-20. Categories of Literature by Grade Level



21-28. Teaching Conventional Literature in the Classroom



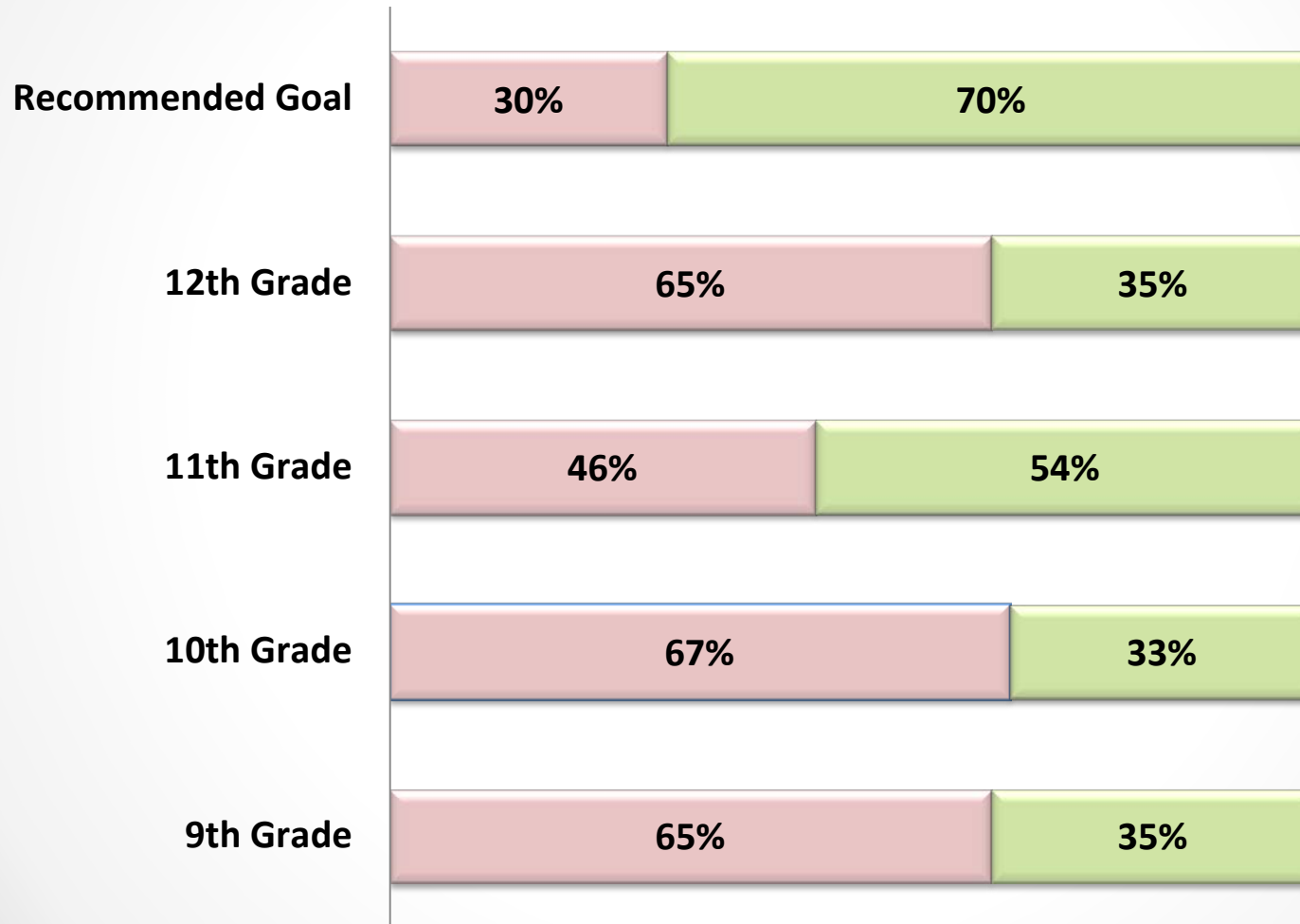
29-36. Teaching Multi-Cultural Texts in the Classroom



53. Reality vs. Recommendation

■ Reading Literature

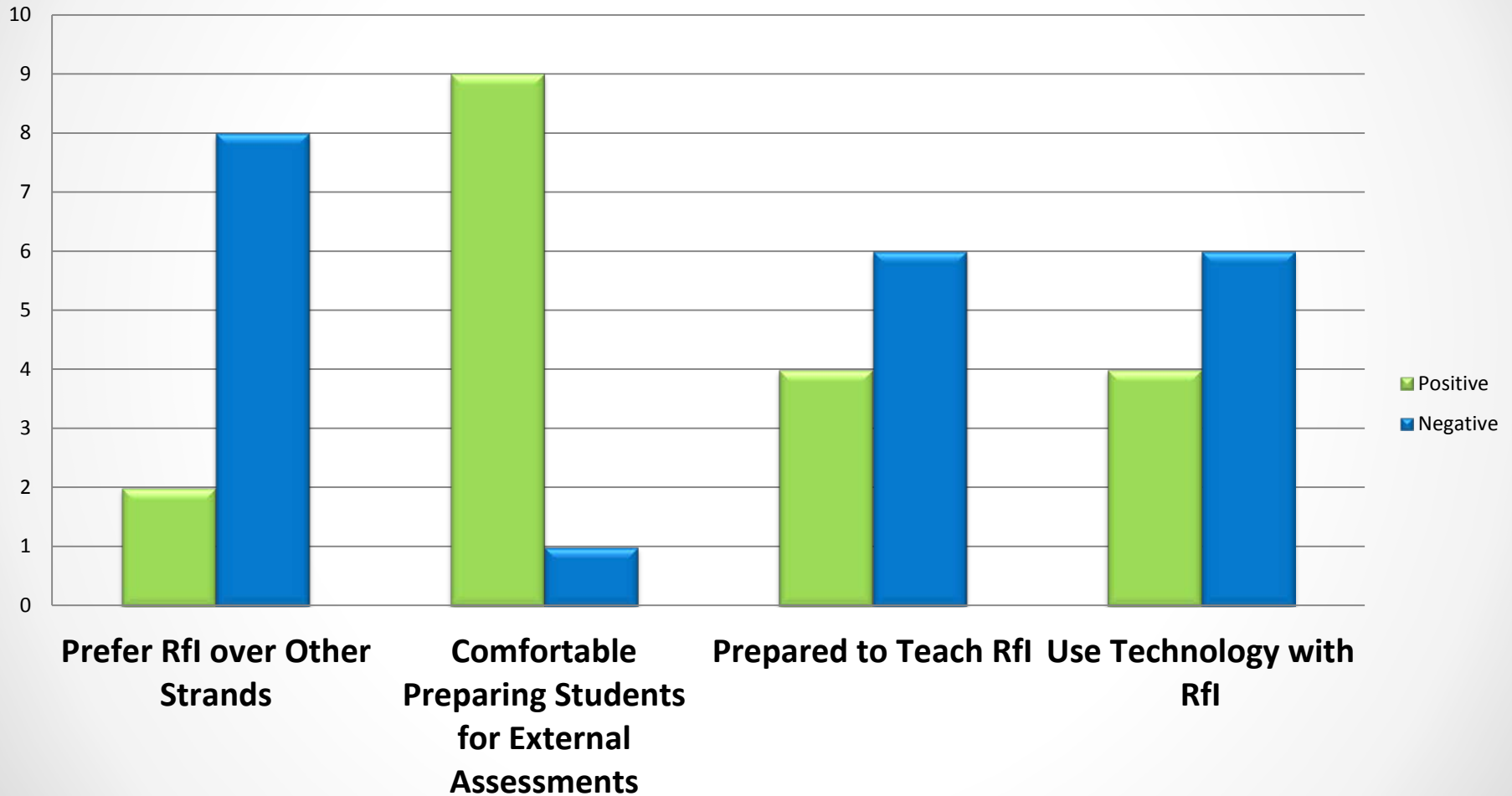
■ Reading for Information



53. Reading Literature vs. Reading for Information Relative Percentages

	Reading Literature			Reading for Information		
	Range	Mean	Mode	Range	Mean	Mode
9 th Grade	50-80	65	50, 70	20-50	35	30, 50
10 th Grade	50-90	67	50	10-50	33	50
11 th Grade	10-80	46	50, 80	20-90	54	20, 50
12 th Grade	30-90	65	80	10-70	35	20

55-58. Dispostions Toward Teaching Reading for Information

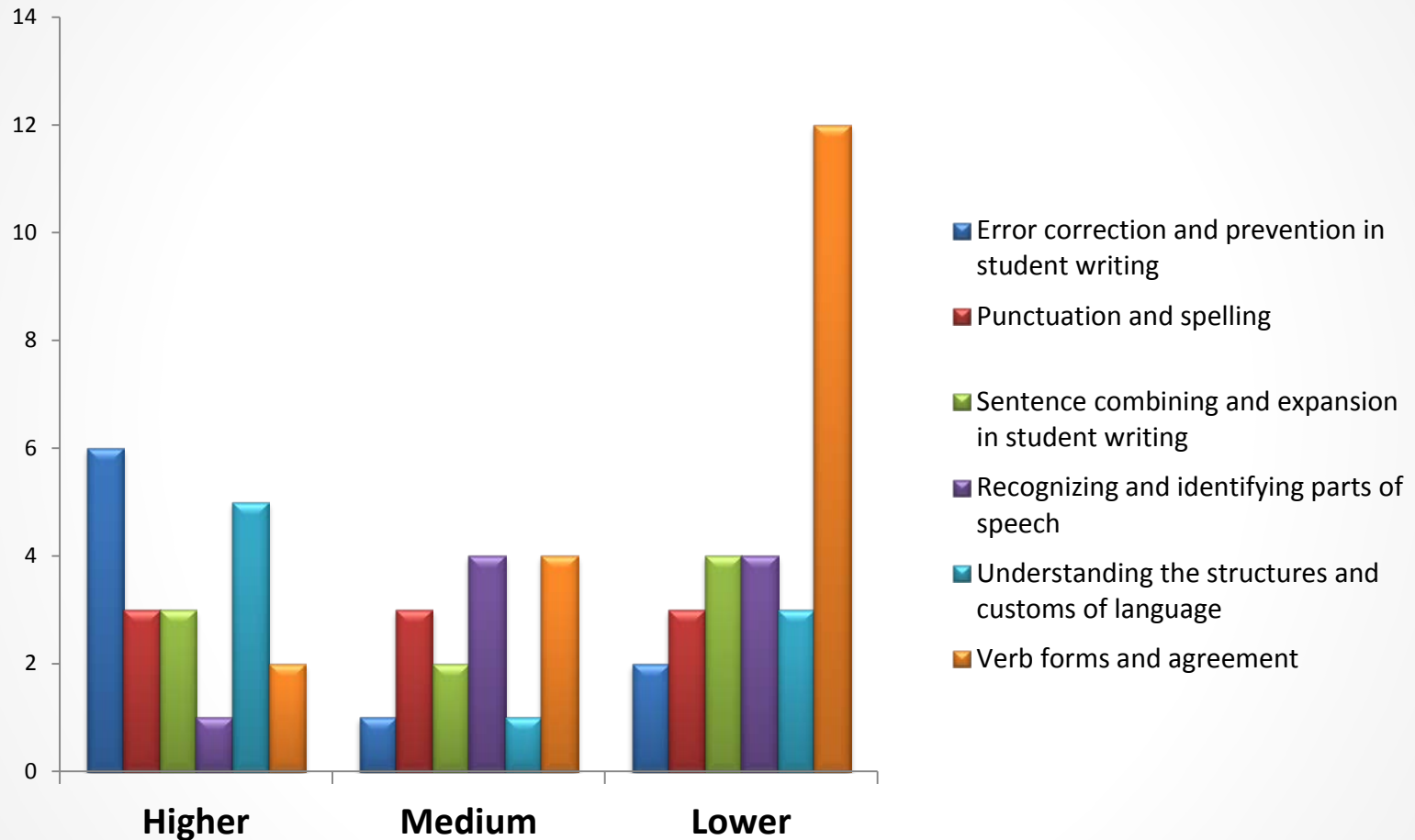


Grammar and Usage:

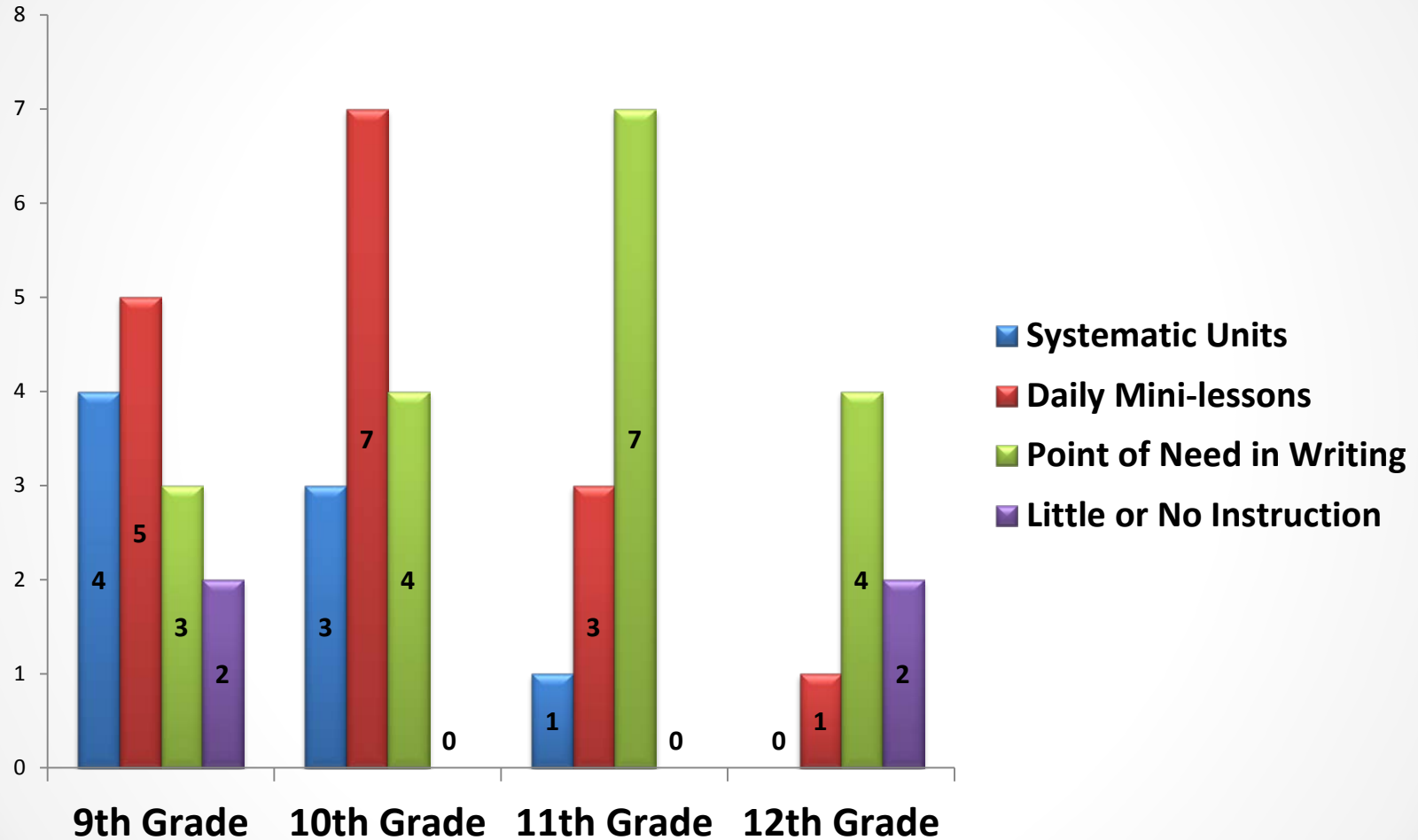
What We Teach
How We Teach It



66. Emphasis in Grammar & Usage Instruction



64. Approaches to Teaching Grammar & Usage

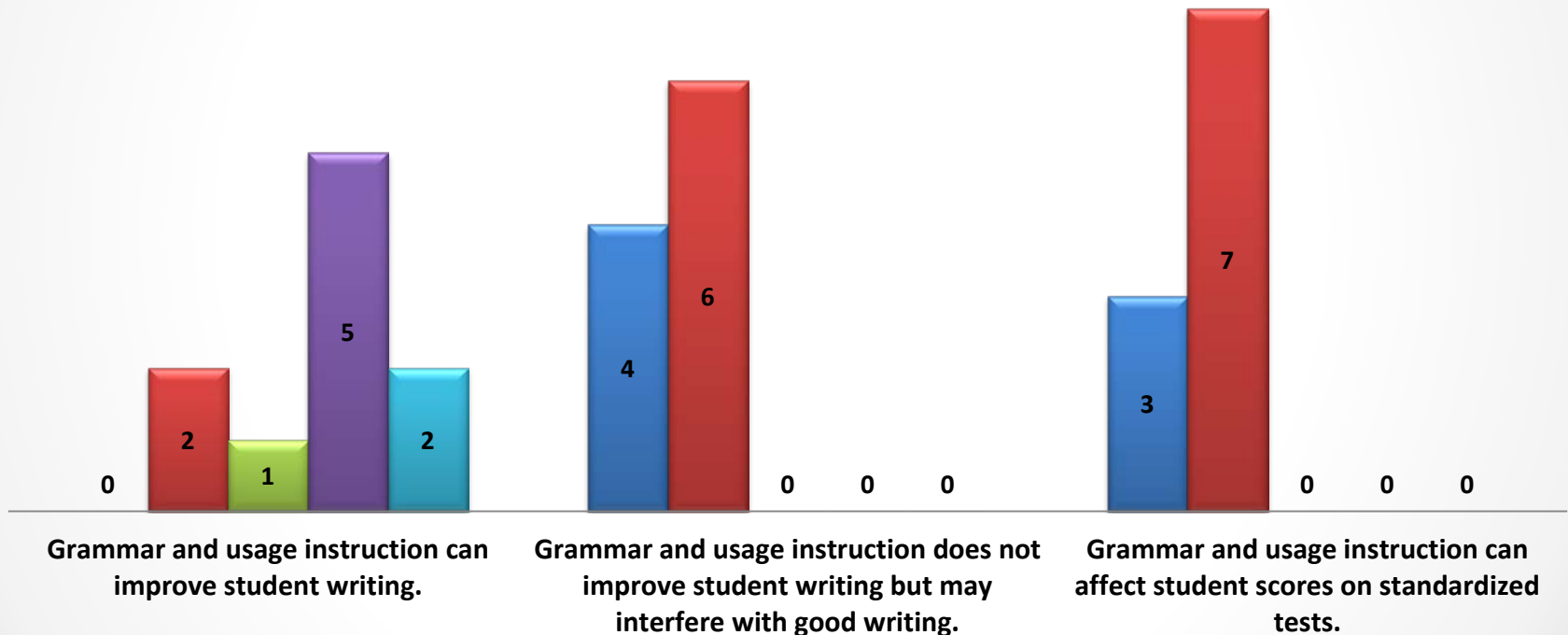


64. Approaches to Teaching Grammar & Usage



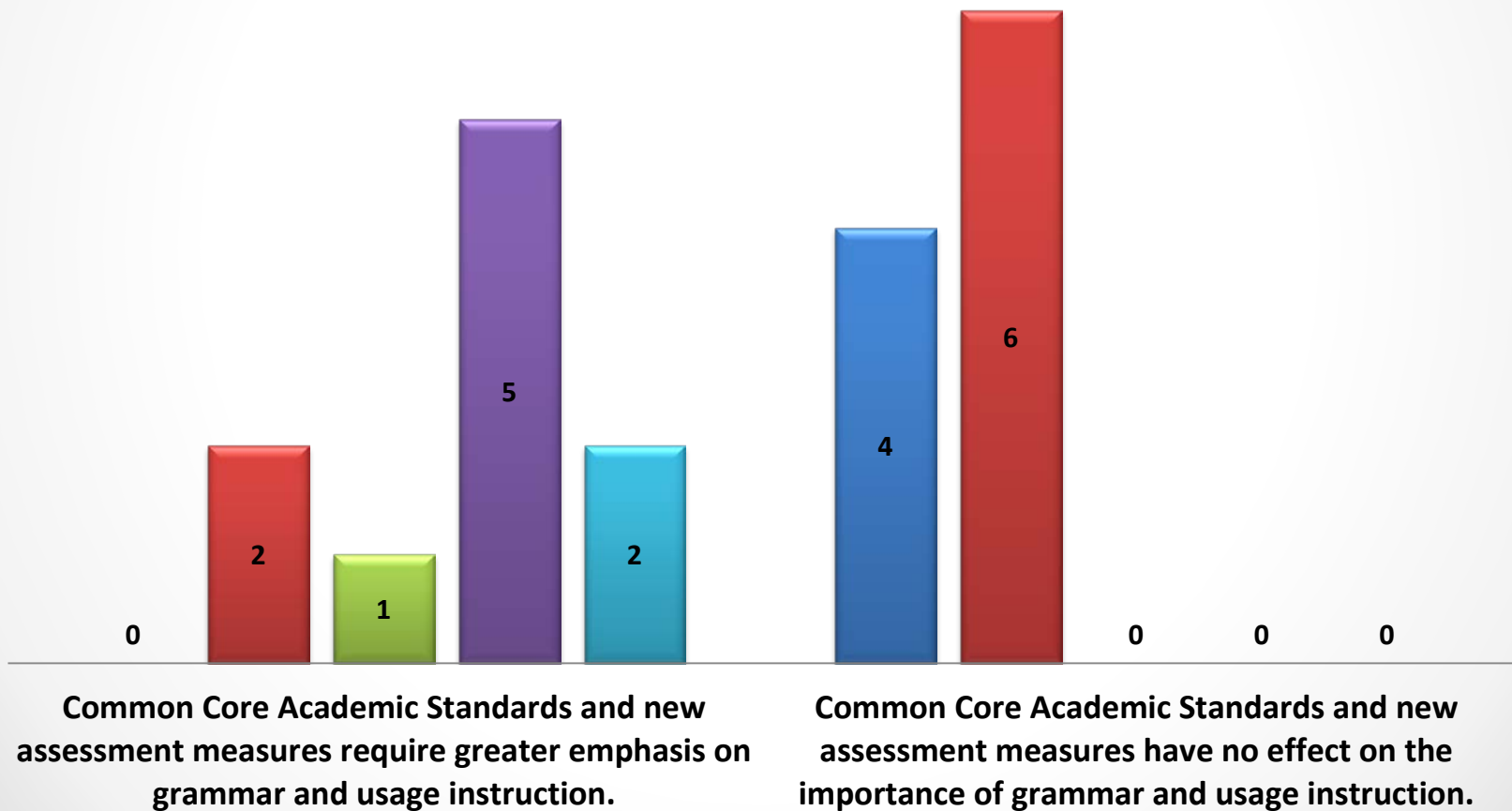
67. Impact of Grammar & Usage Instruction on Student Writing

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



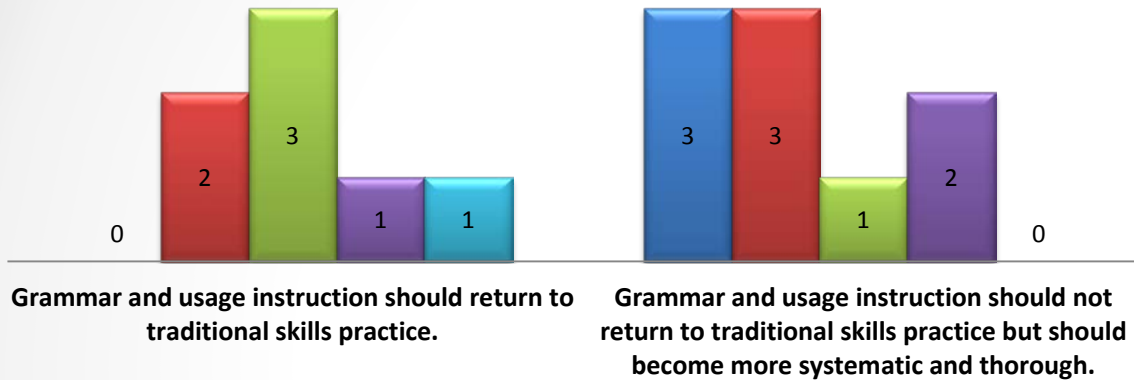
68. Impact of Common Core Academic Standards on Grammar & Usage Instruction

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree



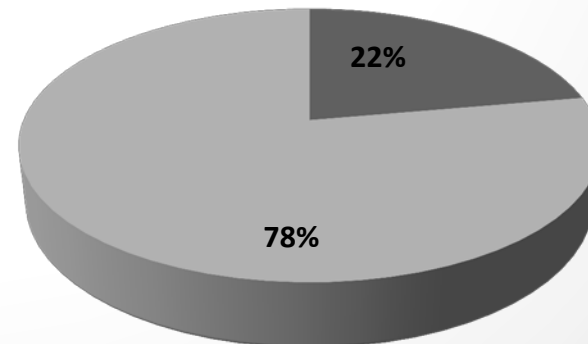
70. Grammar/Usage Skill & Drill vs. New Approaches

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

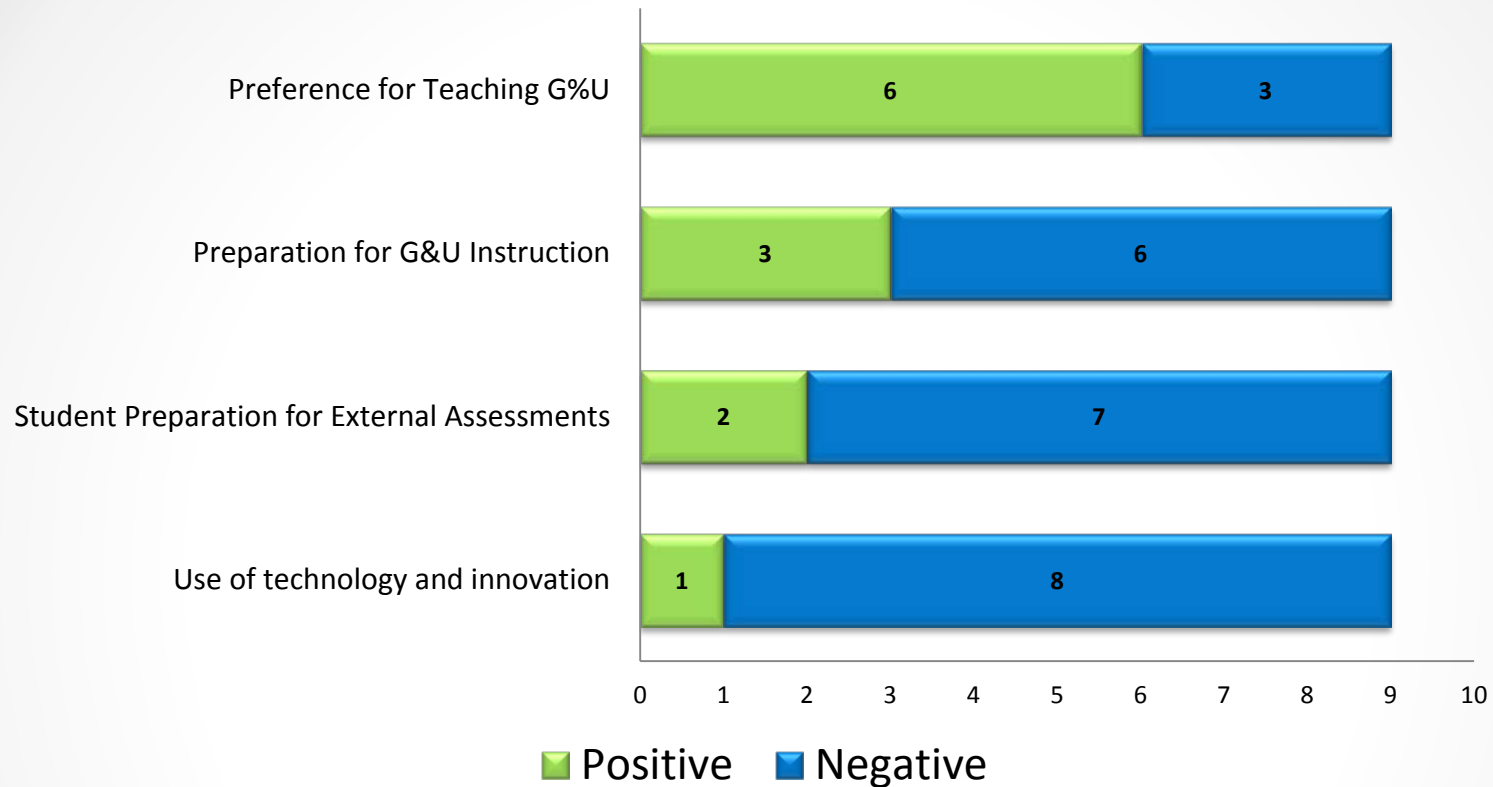


69. Same in "*Black and White*"

- Grammar and usage instruction should return to traditional skills practice.
- Grammar and usage instruction should not return to traditional skills practice but should become more systematic and thorough.



71-74. Dispositions about Teaching Grammar & Usage

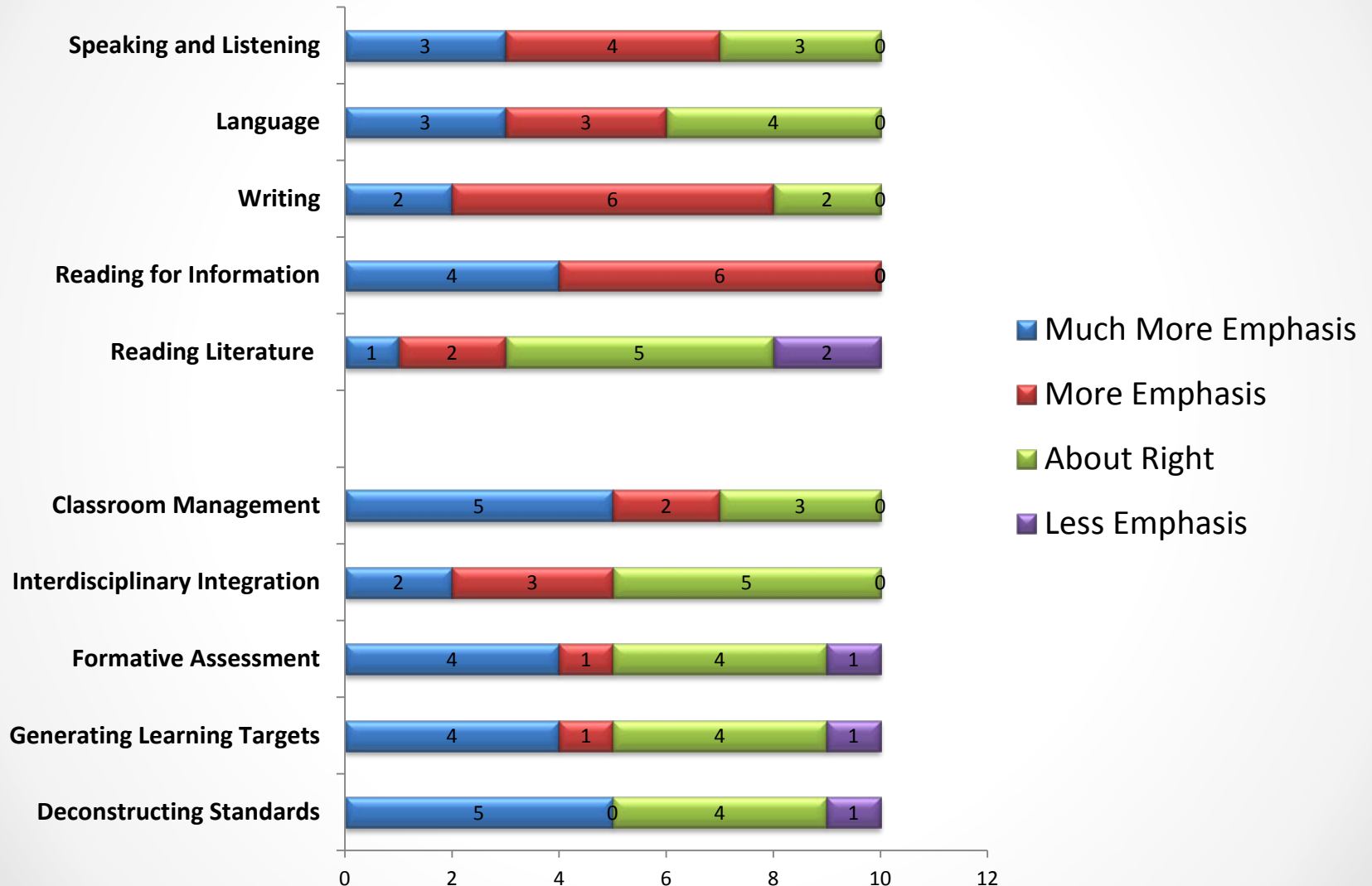


- 6 *Favor teaching grammar and usage over teaching other strands of language arts*
- 3 *Prefer to teach strands of language arts **other** than grammar and usage*
- 3 *Feel well-prepared by teacher education programs with content knowledge for teaching grammar and usage*
- 6 *Do not feel well-prepared by teacher education programs with content knowledge for teaching grammar and usage*
- 2 *Comfortable with preparing students for external grammar and usage assessments*
- 7 *Uncomfortable with preparing students for external grammar and usage assessments*
- 1 *Employ technology, media, and creative strategies in teaching grammar and usage*
- 8 *Tend toward traditional, less engaging strategies in teaching grammar and usage*

Teachers' Perspectives: Preparation and Professional Development

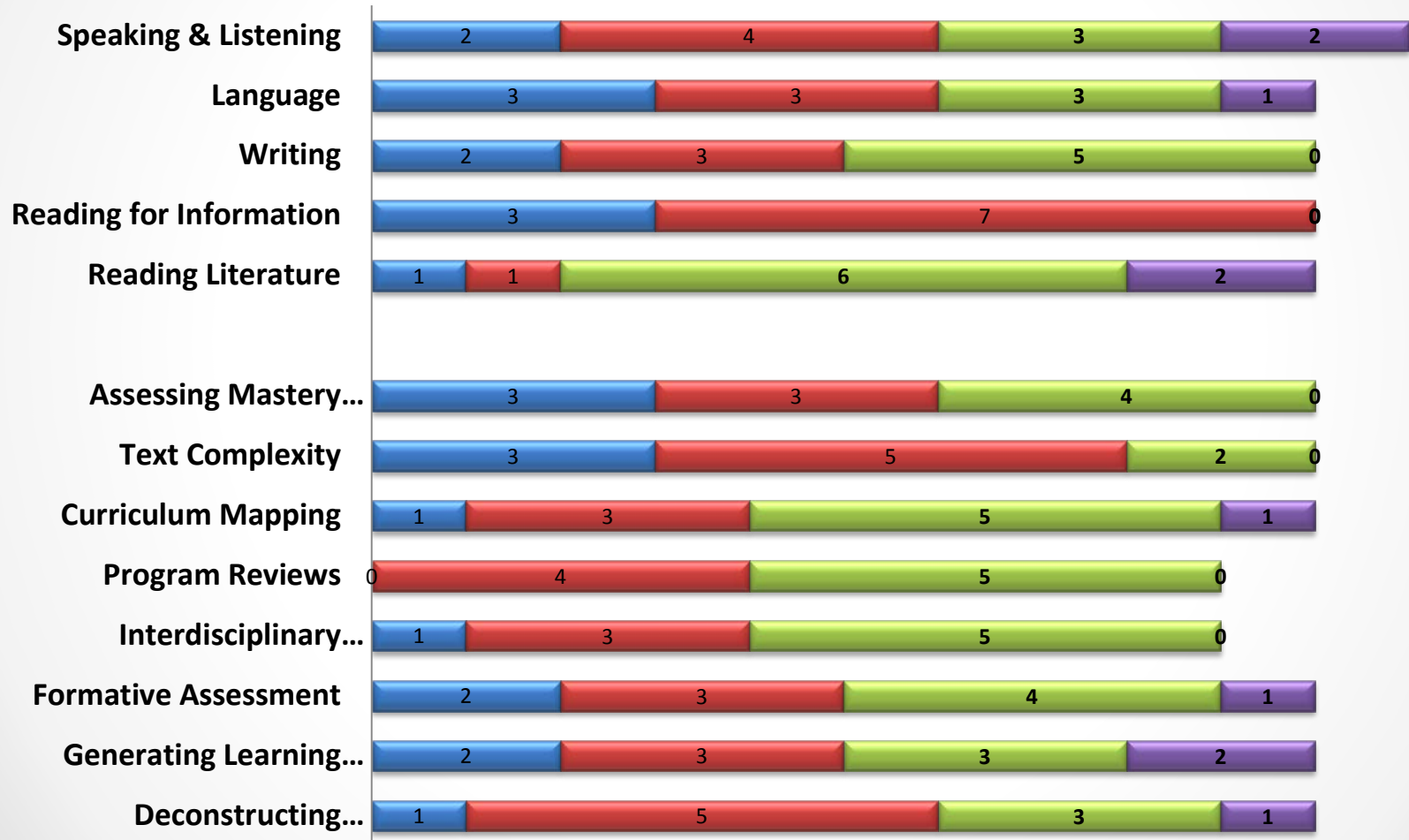


75. Emphasis in Teacher Education Programs



77. Emphasis in Professional Development Opportunities

■ Much More Emphasis
 ■ More Emphasis
 ■ About Right
 ■ Less Emphasis



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